

Arts Integrated Lesson Plan



ART FORM:
Dance



SUBJECT AREA:
Reading/English
Language Arts

Lesson Title:
The big bushy mustache

Grade:
2

Contributor, School:
Lynn Schwelein, Westside Elementary School

Time Frame:
Two 35-minute sessions

State Curriculum Content Standards, Indicators, Objectives

Dance Content Standard

1.0 Perceiving and Responding: Aesthetic Education: Students will demonstrate the ability to perceive, perform, and respond to dance.

Reading/English Language Arts Content Standard

3.0 Comprehension of Literary Text
Students will read, comprehend, interpret, analyze, and evaluate literary texts.

Dance Content Indicator(s)

1.1 Demonstrate knowledge of how elements of dance are used to communicate meaning.
1.2 Demonstrate kinesthetic awareness and technical proficiency in dance performance.

Reading/English Language Arts Content Indicator

3.6 Determine important ideas and messages in literary texts.

Dance Content Objective(s)

1.1.b Combine selected elements of dance using sensory stimuli to create movement patterns.
1.2.d Execute memorized movement patterns accurately.

Reading/English Language Arts Content Objective(s)

3.6.c Retell the text or part of the text.
3.6.d Summarize

Objective(s) (Connecting the content areas)

Students will summarize and retell a part of the text in small groups by creating and performing a memorized movement pattern.

Key Arts Vocabulary

locomotor movements, non-locomotor movements, shapes, elements of dance

Key Reading/English Language Arts Vocabulary

summarize

Prior Knowledge Students Need for This Lesson

Arts

- Experiential knowledge of locomotor movements, non-locomotor movements, and shapes created with the body

Reading/English Language Arts

- Several prior readings of and discussions regarding the story

Materials and Resources

Materials and Resources for the Class

- *Chart paper*
- *Markers*
- *Space to move*

Materials and Resources for the Teacher

- *Charts of the elements of dance*
- *Charts of the specific locomotor and non-locomotor movements*
- *Pompoms of three different colors*
- *Copies of the Student Observation Sheet*
- *Text : Soto, G. (1998). The Big Bushy Mustache.*
- http://www.eduplace.com/kids/hmr/gr2/gr2_th3_sel3.html

Lesson Development/Procedures (including motivation, modeling, guided practice, and independent practice)

Day 1

- Click on the URL and have a student read the information regarding the author of this text, Gary Soto.
- Explain that students will summarize their assigned sections of the story in groups by selecting the parts that move the story along. These selected parts should be written on large chart paper.
- Model the procedure for summarizing with another fiction story.
- Students will randomly choose one of three colors of pompoms which determine whether they will be summarizing the beginning (up to the part when Ricky leaves school with the mustache); middle (up to the part where Ricky tells his dad about losing the mustache), or end of the story (from the time that Ricky goes to bed).
- In the three groups, students will identify the parts of the story that move it along and then summarize the story in three sentences, writing the summary on the chart paper.
- Each group presents its verbal summary to the class (referring to the chart).
- Students circle the most important words (what an audience has to know to understand the meaning of the story) in the summary.

Day 2

- Review the locomotor and non-locomotor movements; review creating shapes with the group.
- Review the manner in which movements can be varied through the use of the elements of levels, directions, energy, and time. Explain that using these elements enables students to create a dance, as opposed to sharing the story through drama/theatre.
- Each group is to create a movement pattern using the circled words as stimuli and incorporate a variety of the elements in retelling individual parts of the story. The movement pattern will be presented to the class.
- Share the rubric that will be used for assessment. (See Assessment section of the lesson.)
- Provide assistance as needed and feedback to the groups as they work on developing their patterns.
- The completed patterns are performed in the order of the story: beginning, middle, and end.
- Students complete the Student Observation Sheet. (See Assessment section of the lesson.)

Closure/Summary

- How is the retelling of a story different in dance than it is in drama/theatre?
- What might be another ending to the story?
- What was the easiest part of the movement task? The hardest?

Assessment (Description/Tools)

- The three sentences will serve as the written assessment for summarizing a story.
- Movement Assessment: 3—Students in the group retell the story with their bodies, accurately executing the memorized pattern of selected movements. The pattern includes a variety of the elements of dance.
2—Students retell the story and are somewhat successful using the elements to vary the movements. Most of the students demonstrate the pattern in an accurate manner.
1—Many of the students are not able to execute the pattern, and the elements are not used successfully to retell the story.
- Student Observation Sheet:
By referring to the specific areas of each of the displayed elements in the chart, each student completes the following sheet by circling the elements seen in the movement pattern:

Beginning group	body	space	time	effort
Middle group	body	space	time	effort
End group	body	space	time	effort

Lesson Extensions

- The groups' presentation are taped and reviewed by the class.
- The students present their retelling of the story through movement patterns to another second grade class.
- Retell a different ending to the story through movement and have other students guess what it is.